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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: oral language characteristics of college freshmen; the language development of a modern day "wild child"; children's understanding of relational terms; the relationship of linguistic sexism and the relative status of males and females; linguistic characteristics of the careful speech of recent high school graduates; children's understanding of the minimal distance principle in English; the moral reasoning levels of secondary and college students; a comparison of English and Spanish oral narratives; language facility and aging; a theory of sentence comprehension based on psycholinguistic research findings; children's development of some temporal parameters of speech production; the relationship between cognitive and linguistic structure; linguistic signals to ethnic group and socioeconomic class; the development of English phonology before the age of two years; children's attention to verbal and nonverbal cues; children's ability to make inferences from linguistic information; and gossiping in an urban American upper middle class setting. (GW)

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Abstracts of the following dissertations are included in this collection:

Brinkley, Roy Edward

SELECTED ORAL LANGUAGE CHARACTERISTICS OF ENTERING COLLEGE FRESHMEN

Curtiss, Susan Ruth

GENIE: A LINGUISTIC STUDY OF A MODERN DAY "WILD-CHILD"

Gatlin, Elissa Lynn

CHILDREN'S UNDERSTANDING OF RELATIONAL TERMS

Genauer, Roberta Weissman

LINGUISTIC SEXISM AND THE RELATIVE STATUS OF MALES AND FEMALES

Hall, Mary Pat Farber

A DESCR PTION OF THE LINGUISTIC CHARACTERISTICS OF THE CAREFUL SPEECH OF RECENT HIGH SCHOOL GRADUATES IN ENTRY-LEVEL POSITIONS OF JOB CATEGORIES OF LARGE EMPLOYMENT IN SELECTED COUNTIES OF SOUTHWEST VIRGINIA

Hare, Victoria Chou

REFLEXIVIZATION: CONTINUED EXAMINATION OF THE MINIMAL DISTANCE PRINCIPLE IN ENGLISH

Iozzi, Louis Anthony

MORAL JUDGMENT, VERBAL ABILITY, LOGICAL REASONING ABILITY, AND ENVIRONMENTAL ISSUES

Johnson, Teresa Herrera de

TEMPORAL ANALYSIS OF ENGLISH AND SPANISH NARRATIVES

Pearson, Frain Garfield

LANGUAGE FACILITY AND AGING

Reimold, Peter Michael

AN INTEGRATED SYSTEM OF PERCEPTUAL STRATEGIES: SYNTACTIC AND SEMANTIC INTERPRETATION OF ENGLISH SENTENCES

Smith, Bruce Lee

DEVELOPMENTAL ASPECTS OF SOME TEMPORAL PARAMETERS OF ENGLISH SPEECH PRODUCTION

Soldow, Gary Frederick

AN EXPERIMENT TESTING THE RELATIONSHIP BETWEEN COGNITIVE COMPLEXITY AND SYNTACTIC COMPLEXITY

Stewart, Penny Helen

LINGUISTIC SIGNALS TO ETHNIC GROUP AND SOCIOECONOMIC CLASS AMONG EIGHTY TEN-YEAR-OLDS IN HATTIESBURG, MISSISSIPPI

Taymans, Loretta Marie

THE DEVELOPMENT OF ENGLISH PHONOLOGY BEFORE THE AGE OF TWO: A STRUCTURAL DESCRIPTION OF SINGLE WORD UTTERANCES AND EARLY WORD COMBINATIONS

Tattershall, Sandra Susan

THE DEVELOPMENT OF CHILDREN'S CHOICE OF INSTRUMENT IN AN IRREVERSIBLE NOUN RELATIONSHIP AS AFFECTED BY TYPE OF CUE, WORD ORDER AND RELATIVE SIZE OF TEST ITEMS

Weisberg, Audrey E.

COGNITIVE STRATEGIES AND CHILDREN'S ABILITY TO MAKE INFERENCES FROM LINGUISTIC INFORMATION

Yerkovich, Sally Marie

GOSSIPING; OR, THE CREATION OF FICTIONAL LIVES, BEING A STUDY OF THE SUBJECT IN AN URBAN AMERICAN SETTING DRAWING UPON VIGNETTES FROM UPPER MIDDLE CLASS LIVES

SELECTED ORAL LANGUAGE CHARACTERISTICS OF ENTERING COLLEGE FRESHMEN

BRINKLEY, Roy Edward, Ed.D.
Temple University, 1977

This study was designed to determine what patterns of oral language fluency and effectiveness were produced by entering college freshmen who were recommended to different instructional programs according to their performances on the English Language Placement Test (ELPT) and the Informal Speech-Reading Test (ISRT), and to determine any differences which might exist in the oral language facility of these students. Four groups of students were identified: those with writing needs, those with reading needs, those with reading and writing needs, and those without any instructional needs. Protocols were typed of the students' individually tape recorded responses to the question, "What can you tell me about Martin Luther King?", and these protocols were analyzed with respect to diversity, efficiency, control of mazes, style, expression of tentative thinking, and the use of connectives. Multivariate and Univariate analyses were made of twenty-seven variables to determine if the four groups differed when the dependent variables were combined or taken singly. All decisions were made at the .05 level of significance. The results indicated that, for every contrast analyzed, the group that used the highest number of tokens used more types, time, ideas, mazes, words in mazes, noises, edits, independent clauses, dependent clauses, and total clauses. Each group produced wide ranges of responses on nearly all of the variables examined. When the variables were combined, the only contrast that was significantly different was between those students with needs only in writing and those students with needs in reading and writing. When the variables were taken singly, the characteristics of diversity, efficiency, control of mazes, and style were significantly different in three contrasts: all students with writing needs vs. all students without writing needs, all students with reading needs vs. all students without reading needs, and students with needs only in writing vs. students with needs in reading and writing. The contrast between those students with needs only in reading and those without any instructional needs was the only contrast in which no significant differences were found on any of the variables when taken singly. Within the limitations of this study, the following conclusions should be considered: (a) oral language diversity, efficiency, control of mazes, and style appeared to be functions of the length of the sample obtained; (b) time and rate of speech appeared to be of more importance than previous investigators had indicated; (c) the type-token ratio corrected for differences in sample length was a better measure of diversity than the type-token ratio alone; (d) the interview technique provided samples of oral language that were of sufficient length for valid study; (e) more emphasis needs to be placed on the study of the oral language of college students than is presently in evidence; (f) investigators of oral language need to be cautious with respect to situational effects upon the acquisition of oral language samples; (g) the results appeared to be affected by the grouping procedures that were used and differences in testing conditions.

Order No. 77-13,494, 167 pages.

GENIE: A LINGUISTIC STUDY OF A MODERN DAY "WILD-CHILD"

CURTISS, Susan Ruth, Ph.D.
University of California, Los Angeles, 1976

Chairperson: Professor Victoria Fromkin

Genie was discovered in 1970. An inhuman childhood environment had prevented her from learning language. Deprived and isolated to an unprecedented degree, she was not discovered until she was an adolescent. She was way past the age when language is normally acquired, and she knew little about the world in any respect save abuse, neglect, isolation, and deprivation. Since that time Genie has been studied in an attempt to answer questions of interest to linguists, neuroscientists, psychologists, and others. This work reports on the linguistic research carried out through studying and working with Genie.

Through in-depth psycholinguistic and neurolinguistic research, I have attempted to explore just what this case can tell us about some of the questions of interest for linguists: Is there a critical period for language acquisition? If so, what kind of language development is possible beyond the critical period? Are language acquisition and language lateralization interrelated? Will language be lateralized if acquired after puberty? If so, will it be lateralized to the left hemisphere as it is in normal human brains? What happens to cerebral organization in general when one of the brain's basic functions fails to develop? These questions are addressed in Parts II and III.

In Part II I demonstrate the Genie has acquired a great deal of language but manifests abnormal language development. She comprehends far more than she produces and fails to make use of much of the grammar she has acquired in her spontaneous speech. Both her syntactic and phonological production are rule-governed but extremely variable in surface form. Most importantly, there appear to be systematic gaps in her grammar, specific limitations to her linguistics capabilities.

In Part III I conclude that Genie's case supports the weak version of a critical period hypothesis in that she has not been able to acquire language normally. Parallels are drawn between her linguistic limitations and the limitations of others attempting language acquisition outside of the critical period. Close similarities are found between Genie and cases of right-hemisphere language acquisition, and evidence is then presented to show that Genie is processing language in her right hemisphere. Finally, evidence is presented to support the larger hypothesis that all higher cognitive functions are lateralized to Genie's right hemisphere and that Genie is better at abilities normally lateralized to the right cerebral hemisphere in man.

Part I (Chapter 1-5) provides a case history and background material on Genie's personality and language behavior.

Part II (Chapters 6-10) details Genie's linguistic development and over-all language abilities. Chapter 6 describes the sources and kinds of data analyzed in the ensuing chapters. Chapter 7 describes and discusses Genie's phonological development. Chapter 8 details the extent of Genie's receptive knowledge of syntax, morphology, and semantics. Chapter 9 discusses Genie's productive grammatical abilities in syntax, morphology, and semantics. Chapter 10 provides a comparison between Genie's linguistic development and the language acquisition of normal children.

Part III (Chapter 11) presents a full description of the neurolinguistic work carried out on Genie and discusses the implications of this aspect of the case.

Order No. 77-9339, 695 pages.

CHILDREN'S UNDERSTANDING OF RELATIONAL TERMS

GATLIN, Elissa Lynn, Ph.D.
Michigan State University, 1976

The focus of this investigation was to study the development of children's understanding of the relational terms classified as spatial terms. Additionally, this study sought to identify the terms that children produce to express the relationships implied by the relational terms and to identify nonlinguistic strategies that children use in early language acquisition.

Relational terms is a broad category which indicates particular ways in which objects, events, and actions relate to each other. Spatial terms are a special subset of this broad category which more specifically indicate the ways in which, under the conditions of this study, objects relate to each other. E. Clark (1973) proposed a theory that applies to spatial terms. According to her, children's apparent comprehension of certain words is at first combination of their linguistic knowledge about a word's meaning and certain nonlinguistic strategies which are based on their perceptual knowledge of objects and events and conceptual knowledge about relations.

The terms studied were: in, on, under, ahead of, beside, behind, into, onto, underneath, in front of, along side of, and in back of. The subjects were sixty Black and sixty White girls ages 2.5-4.11. There were two experimental tasks. In the first experimental situation--labeled the comprehension task--the child was asked to manipulate six reference point objects and six toy animals with respect to instructions given by the experimenter for a total of thirty-six instructions. In the second experimental situation--labeled the production task--the child was asked to verbally describe the researcher's object manipulations for a total of twelve instructions. Each response was tape recorded.

The results of Task I were analyzed by the variables of race, age, spatial terms, and reference point objects. The results showed that the variable of age was the significant effect. The developmental pattern of the terms was under, underneath, in front of, in back of, behind, along side of, beside, and ahead of from early to later developing terms. In, into, on and onto appeared to develop earliest.

The terms were divided into two groups--primary set and secondary set. The primary set was the terms which were thought to be less complex--semantically and perceptually--than the terms in the secondary set, which was composed of terms similar in meaning. The results showed the primary set to be in front of, along side of, and in back of and the secondary set to be ahead of, beside, and behind. In, into, on and onto were all comprehended equally. Under and underneath were responded to as the same term with only a small difference in means.

The results of Task II showed that the children used terms in the primary set to describe the object relationships demonstrated. In this study, once the children comprehended a term tested, they had a term to express the relationship indicated.

Analyses of data revealed the kinds of errors children made relative to the reference point objects with respect to in and on. Additional nonlinguistic strategies, for the terms studied, were also suggested from the analyses.

Suggestions were made for language assessment and therapy. In therapy, it was suggested that the least complex terms be used. Implications for further research were also indicated. Among them were that more spatial terms be tested to determine if the developmental pattern suggested would hold true and that the influence of birth order be researched for possible influence on the development of comprehension of spatial terms.

Order No. 77-11,647, 87 pages.

LINGUISTIC SEXISM AND THE RELATIVE STATUS OF MALES AND FEMALES

GENAUER, Roberta Weissman, Ph.D.
Case Western Reserve University, 1976

An experimental study is proposed to discover if there is a relationship between the degree of male pronoun dominance in the English language and the relative status of males and females referred to by that language. A hypothetical selection procedure for a high school representative to a "World Youth Conference" is presented to the subjects. The language used in the description is the experimental treatment. Three styles of language are used--traditional (using masculine pronouns); non-sexist (using he/she, she/he or neutral pronouns); and itemized (using no pronouns). Subjects then evaluate three applicants, all of whose qualifications are controlled for, except sex: 1 male, 1 female, 1 unspecified.

Dependent variables are (1) the rank assigned to the candidate of each sex designation, and (2) scores of sex stereotyping of each of the candidates (adapted from Bem 1974). Concomitant variables are age, sex, role rigidity, religiosity, SES, education and occupation of subjects drawn from six populations: male undergraduates, female undergraduates, middle-aged men and middle-aged women, Kiwanis Club members and National Organization for Women affiliates. These groups are contrasted regarding their sex preferences in response to language styles.

Results indicated that language has little impact as a force for resocialization and that group effects on the dependent variables were far more significant than treatment effects. The interpretation of this is that for adults, language seems to reflect socialization rather than to influence it in a gross or short-term manner since group membership variables such as age, sex and role rigidity had stronger associations with sex biases than whether the subject was presented with standard, non-sexist or itemized English. Finally, for the most conservative group of subject (Kiwanis), non-sexist English backfired, being associated with even stronger pro-male bias instead of egalitarianism.

Order No. 77-11,936, 139 pages.

A DESCRIPTION OF THE LINGUISTIC CHARACTERISTICS OF THE CAREFUL SPEECH OF RECENT HIGH SCHOOL GRADUATES IN ENTRY-LEVEL POSITIONS OF JOB CATEGORIES OF LARGE EMPLOYMENT IN SELECTED COUNTIES OF SOUTHWEST VIRGINIA

HALL, Mary Pat Farber, Ed.D.
Virginia Polytechnic Institute and State University, 1977

Following the methodology of dialectology, this study was designed to investigate certain linguistic features of careful speech in a limited number of relatively homogeneous counties, each represented by an informant belonging to a certain age and social class, i.e., a 1975 high school graduate entering the job world immediately after graduation.

The research procedure consisted of five major steps: (1) the analysis of language textbooks on the current state-adopted list, (a) a survey of teacher attitudes toward items of usage garnered from the textbook analysis, (3) interviews with five selected informants, (4) coding of the transcripts of the interviews in relation to the items on the postal survey and (5) analysis of the findings.

The pretext of the interview with the five informants was the relevance of high school education to career preparation. The interview was conducted in a setting simulating a formal job interview so that the informant would employ careful or controlled usage suitable to the interview situation. The tapes of the interviews were transcribed, and the transcripts were analyzed and coded in relation to items of usage garnered from the textbook analysis.

A detailed description of the linguistic characteristics of each of the five informants served as the basis for a general description of the predominant linguistic characteristics of the careful speech of the five informants. In this study, the predominant non-standard usages of careful speech were the introductory word-singular verb-plural subject pattern as in "There is too many facts"; nonstandard variants of common irregular verbs such as "I seen"; and the use of the pleonastic subject such as "My father he died."

The findings appeared to indicate that the informants classified as U, upward, in social mobility exercised strong conscious control of their linguistic behavior and that the speech of the upwardly mobile informants was more stilted and confined than that of the other informants. The researcher concluded that many linguistic features that serve as social markers are, in varying degrees, part of the linguistic behavior of speakers on all social levels; however, the difference appears to be quantitative rather than qualitative.

Order No. 77-6023, 312 pages.

REFLEXIVIZATION: CONTINUED EXAMINATION OF THE MINIMAL DISTANCE PRINCIPLE IN ENGLISH

HARE, Victoria Chou, Ph.D.
The University of Wisconsin–Madison, 1976

Supervisor: Professor Wayne Otto

This study helped answer four of the questions remaining after syntactic acquisition studies performed by Carol Chomsky and others. First, examination of other syntactic structures in a child's repertoire, one possible direction of Chomsky's original study, had not been carried out. Second, a question raised by Chomsky in 1969 regarding uniformity and rate of acquisition of structures was yet unexplored. Third, the generalizability of the minimal distance principle (MDP) had not been adequately tested. This principle, proposed by Rosenbaum (1967), is a sentence-interpreting strategy which correctly assigns the implicit subject of a complement verb to the noun phrase most closely preceding that verb in sentences such as:

John expected Bill to leave.

Fourth, and finally, further study into the relative ordering of related syntactic structures with regard to time of acquisition was clearly needed.

To test the four questions, Read (personal communication) suggested examining how children interpret reflexivized sentences in English. In one type of reflexivized sentence, called type A, presence of a reflexive pronoun in a clause indicates an understood identity with another noun in the same clause, as in:

John told Bill to wash himself.

Because the implicit referent of this type of sentence is always the noun nearer to the reflexive pronoun (NN), there is a possibility that a type of MDP operates for these sentences as well as for those Rosenbaum wrote about.

In the other type of reflexivized sentence, called type B, either zero or two referents occur in the same clause as the reflexive in the underlying structure of the sentence. Because of this, either noun may be assigned as the referent of the pronoun in a sentence such as:

John told Bill a story about himself.

Adults, however, usually assign the referent to the farther noun (FN), in this case, John.

Children's interpretation of both sentence types was tested via an interview technique similar to Chomsky's. Thirty-five to forty-one children at each grade, drawn from two classes each for grades one through six, were tested. The test consisted of a series of sixteen sentences, each one accompanied by a question designed to elicit the referent of the reflexive pronoun. Each child indicated his response preference by touching and saying the name of an appropriate puppet.

All tests were scored for the number of NN responses. Results demonstrate, first of all, that children do exhibit knowledge of the constraint on type A sentences by choosing the NN at greater than chance levels. Furthermore, in reference to question two, the learning curve for type A sentences is gradual and positively sloped, though not monotonic. This finding casts some doubt upon Chomsky's speculation that general linguistic constraints are acquired at relatively uniform maturational levels, although it does allow the type A reflexivized sentence to be added to the list of later-appearing syntactic structures, i.e., those acquired after age five.

With regard to the third question, children at grades one and two interpret sentence type B as if an MDP were operating, for they chose the NN over the FN significantly more often than any other group. Therefore, the MDP appears to function as a general linguistic strategy, applicable to more than one syntactic structure. Children not only utilized the strategy where it was obligatory but also where it was not obligatory and not utilized by adults.

Finally, because sentence type A proved easier for children to interpret than sentence type B, it can be inferred that structure A precedes the more exceptional structure B in time of acquisition. Order No. 76-28,147, 64 pages.

MORAL JUDGMENT, VERBAL ABILITY, LOGICAL REASONING ABILITY, AND ENVIRONMENTAL ISSUES

IOZZI, Louis Anthony, Ed.D.
Rutgers University The State University of New Jersey (New Brunswick), 1976

Chairperson: George J. Pallrand

This study attempted to determine if moral reasoning level as defined by Lawrence Kohlberg was a function of verbal ability, logical reasoning ability, or the specific moral situation. It was hypothesized that (1) there is no relationship between level of moral judgment and verbal ability, (2) there is no relationship between level of moral judgment and logical reasoning ability, and (3) there is no relationship between level of moral judgment and specific moral situations.

The variables were measured in 116 college students, 38 high school students, and 40 junior high school students using standardized tests. The junior high school sample was included in this study to help in validating the Environmental Issues Test -- an instrument designed specifically for this study. Statistical analyses included analysis of variance, correlation, chi-square and t-tests. In addition to examining the college subjects as a total intact sample, they were also grouped into Environmental Science majors and Humanities majors. Principled, Conventional, and anti-establishment morality scores were computed for each subject.

The three hypotheses were stated in the null format and it was anticipated that upon testing, each hypothesis would be rejected. This, in fact, did occur. Principled level moral reasoning was found to be significantly related in a positive direction to both verbal ability and to logical reasoning ability. Conventional level moral reasoning was also found to be significantly, but negatively, related to both verbal ability and to logical reasoning ability.

A significant relationship also existed between level of moral judgment and specific moral situations. The subjects that participated in this study reasoned at different moral levels on different moral issues. Those differences were related to the different backgrounds of the subjects, their knowledge of, interest in, and concern for or about the issue presented in the test dilemma. Moral reasoning levels also varied according to whether the subject was in transition from one stage or level to the next higher stage or level or not in transition. Order No. 77-13,271, 197 pages.

TEMPORAL ANALYSIS OF ENGLISH AND SPANISH NARRATIVES

JOHNSON, Teresa Herrera de, Ph.D.
Saint Louis University, 1976

Speech rate, pauses, and other hesitation phenomena have been studied from several points of view: as indicators of cognitive processes, as indices of emotional states, as differentiators of levels of proficiency of native or foreign language. Developmental patterns in speech rate and in the use of hesitation devices such as repeats and parenthetical remarks have been found. Measurements of speech rate, and the study of frequency, length, and location of unfilled pauses have differentiated task difficulty in situations of description, explanation and interpretation.

Most of these findings have been reported in research done in English, with some work done in German and a very limited amount of research in other languages such as Japanese, French and Hungarian. Cross cultural studies of paralinguistic phenomena, based on common methodology, can lend further support to the observations that have already been made in English. Because of the sensitivity of the response measures to task performed, situation, experimental condition, etc., it is most important that comparisons be made among studies that used similar methodology, especially when language-specific differences could confound the results. The present research analyzed the speech rate and hesitation phenomena of adolescents, native speakers of English and of Spanish, using methodology employed by O'Connell and associates, in order to facilitate comparison between experiments.

Although the primary interest of the present research was on the psycholinguistic factors that affect speech production, other factors such as articulation rate, phonology, linguistic structure, emotional state, were all considered as possible causes of variation in temporal measurements, their effect being reflected in the speech rate, pause and hesitation phenomena included in the speech generated.

In order to compare the performance of the two language groups under study, a 3 X 2 factorial design was used; the main factors were mode of presentation and native language. Ninety young men, forty-five native speakers of English, and forty-five native speakers of Spanish, comprised the subjects of the study. Subjects were asked to retell a story which had been presented in one of three ways: film with sound (narration of what was taking place in the film); film only, no sound; narration only, no film. Narrations were in the subject's native language. Tape recordings were made of the subjects' discourse. These tape recordings were used to produce a permanent graphic record in terms of amplitude of acoustic energy over time, from which all the temporal measures were assessed.

The main response measures used in this study were: total production time, actual speaking time, story length, speech rate, articulation rate, phrase length, percentage pause time, adjusted frequency of unfilled pauses, adjusted length of unfilled pauses, adjusted frequency of vocal hesitations, adjusted length of vocal hesitations, and adjusted frequency of total hesitations.

Analyses of variance yielded significant differences in story length, total production time, and actual speaking (phonation) time for the factor of mode of presentation. Significant

differences in story length, speech rate, articulation rate, percentage pause time and adjusted length of vocal hesitations for the factor of native language were found. No significant interaction between mode of presentation and native language was found. Thus, the amount of production was affected by mode of presentation; timing of the production was affected by native language. Language specific use of hesitation devices affected length of vocal hesitations.

The data were also subjected to factor analysis which yielded results similar in both languages, revealing similar structure for both language groups. Factor analysis resulted in the extraction of two factors which together accounted for 81% of the variance in English, and for 86% of the variance in Spanish. Measures of unfilled pauses loaded primarily on the first factor, while vocal hesitations loaded primarily on the second factor.

The usefulness of paralinguistic research in the study of the relationship of thought and language as reflected in speech at the moment of production, was evidenced in the present study by the reliability of the results in a cross linguistic situation.

Order No. 77-12,106, 140 pages.

LANGUAGE FACILITY AND AGING

PEARSON, Frain Garfield, Ph.D.
University of Oregon, 1976

Adviser: Carl W. Carmichael

The ability to verbally interact effectively is fundamental to social intercourse at all levels of our society. Does this ability, or portion of it which we term language facility, decrease as a person ages? What effect does a person's educational level have on his language facility as he increases in age? Does either the male or female gender display a greater decrease in language facility as age increases? These questions prompted the establishment of a research procedure to gain their answers.

Subjects for the research were persons between the ages of sixty and ninety years of age. The sample consisted of a total of eighty-nine subjects, fifty-nine females and thirty males. The testing device used was the Language Facility Test as devised by John T. Dailey.

The first question tested in this study was: Does language facility decrease with age? To test this question Pearson's product-moment correlation was utilized to test the following hypotheses: $P = 0$ Which indicates there is no correlation between age and language facility test score. $P < 0$ A negative correlation which would indicate that as a subject's age increased, his test score decreased. $P > 0$ This correlation would indicate that as the subject's age increased, his test score increased.

The results of this portion of the study revealed a negative relationship ($P < 0$) which, while it was not particularly strong, was significant at the .05 level. This would indicate that as a subject's age increased, his test score in language facility decreased.

The second question examined in this study was: Do the scores on the Language Facility Test remain more consistent with subjects who have had more formal education, as they increase with age? The hypotheses tested were: H_0: The test score is independent of the educational level. H_1: The test score is dependent upon the educational level.

A Chi-square statistic revealed that H_1 was rejected in favor of H_0 and it was concluded that, for this sample, a subject's educational level did not affect his score on the Language Facility Test.

The third question which was tested in this study was: Do scores on the Language Facility Test vary significantly between the sexes at the various age levels? Independent T tests were conducted to test two hypotheses: H_0: $M_m = M_w$ There is no difference between the scores of men and women subjects. H_1: $M_m \neq M_w$ There is a difference between the test scores of men and women subjects.

Subjects were divided into five groups, according to age. H_0 was accepted in the first four groups; however, H_1 was accepted in the eighty-one and older group with women subjects scoring higher than male subjects.

This study revealed that language facility does decrease as a subject's age increases. It was also found that a subject's educational level did not significantly affect his score on the Language Facility Test. Sex of the subject did not affect a person's score until subjects reached age eighty-one and older, at which age females scored higher than males.

Order No. 77-4752, 90 pages.

AN INTEGRATED SYSTEM OF PERCEPTUAL STRATEGIES: SYNTACTIC AND SEMANTIC INTERPRETATION OF ENGLISH SENTENCES

REIMOLD, Peter Michael, Ph.D.
Columbia University, 1976

In this study we propose a formal theory of sentence comprehension that takes into account certain findings of psycholinguistic research. In particular, the theory is based on "clausal processing" (with surface representation and syntactic structure being erased in clause intervals), parallel syntactic and semantic processing, and "perceptual strategies" (interpretive strategies making use of probabilistic information and semantic relations among sentence constituents).

Chapter I reviews the psycholinguistic evidence favoring such a theory.

Chapter II outlines the semantic processor.

Chapter III focuses on the clause as unit of processing. It is argued that strict "clausal processing" is incompatible with the short term memory limit. The clause is redefined and a distinction made between the nuclear clause (the core constituents) and peripheral clauses (post-clause, prep-clause, etc.). Clausal processing is then defined over these units. Experimental tests for this theory are proposed.

Chapter IV defines dependency structures for syntax and indicates the scope of the study. Hierarchical structure--especially where it would merely reflect semantic relations--is minimized in favor of simple grouping.

Chapter V defines the semantic dependency notation and a linear equivalent and discusses different classes of semantic predicates. Semantic representations consist of a prefix (roughly, the noun phrases and quantifiers of the sentence) and a matrix (the main predicates with their argument variables). Quantifiers are analyzed as having two scopes: main and background.

Chapter VI presents the syntactic processor--a left-to-right predictive parser with bottom-up facilities (in particular, "Adjustment Rules," which, on the basis of current input, modify predictions made by the top-down rules). The outputs are clause-sized surface structures (dependency trees), with certain nodes marked by functional features like [SUBJECT], [OBJ 1], or [MAINVB]. There are no syntactic transformations.

Chapter VII discusses the three-stage semantic processor. The stages are: preliminary semantic representation (PSR--roughly, a combination of the lexical meanings of the words), intermediate SR (ISR--derived from the PSR by adding certain implications), and final SR (FSR--derived from the PSR by specifying the semantic relations among the sentence constituents). Two Concatenation Rules build the PSR, joining prefixes and matrixes of the semantic elements appropriately. Semantic Knowledge Rules (Meaning Rules and Encyclopedic Rules) derive the ISR. Semantic Linking Strategies assign semantic roles to establish the FSR. There must be clause-internal and interclausal linking strategies. Six types of clause-internal strategies are discussed: Linking by Variable Type, Pattern Matching, Contradiction Elimination, Canonical Order, Syntax-sensitive Rule, Alternative Linking (strategies imposing a reading on superficially deviant sentences like Let's put ten minutes in the meter). They are ordered in this sequence. Once an acceptable reading is derived, application of further strategies becomes optional. Interclausal linking strategies cannot refer to the syntactic structure of any complete preceding clause. It is shown that semantically-based interclausal linking is indeed possible. Strategies for pronoun interpretation are presented, as well as a "Temporal Sequence Strategy," which establishes a chronology among clauses or sentences with identical tense.

Chapter VIII discusses English compound nouns and offers interpretive strategies for them. Chapter IX reviews alterna-

tive models. Chapter X summarizes the main findings and discusses unsolved problems.

Order No. 77-6659, 411 pages.

DEVELOPMENTAL ASPECTS OF SOME TEMPORAL PARAMETERS OF ENGLISH SPEECH PRODUCTION

SMITH, Bruce Lee, Ph.D.
The University of Texas at Austin, 1976

Supervisor: Peter F. MacNeilage

Adult speakers of a language possess an elaborate system of rules governing the duration of speech segments. These rules are partly the result of inherent, universal constraints of the speech production apparatus and partly due to language-specific manipulations of duration intended to provide perceptual information. This study investigated the development of overall word and segment duration and some of the rules governing segment durations in the speech of two-year-old ($\bar{X}$= 2,11) and four-year-old ($\bar{X}$=4,4) English-speaking children. Ten children of each age and ten adults produced ten repetitions of each of nine nonsense words. Three utterances were monosyllabic (CVC) and six were bisyllabic (CV́CVC or CVCV́C); each stimulus contained the vowel /a/ and one of the consonants /b/, /d/, or /t/. Speech segment durations were determined from an oscillographic record.

The two-year-old group revealed durations approximately 31% longer than the adult group, and the four-year-olds' durations were 15% longer than the adults'. These increments were attributed to differences relating to neuromuscular maturation; the four-year-old group did seem to show adult-like control possibilities, however, in that they revealed no more variability in their productions than the adult group.

In general, both groups of children showed remarkably sophisticated speech timing systems. Speech segment durations of both groups of children reflected intrinsic speech production constraints similar in magnitude to those of adults. For example, bilabial stop consonant duration was significantly longer than alveolar stop duration. For two suprasegmental durational rules with possible perceptual motivation in English, viz., final-syllable "lengthening" and stressed syllable "lengthening," both groups of children behaved very much like the adults regarding proportional increments observed in these situations. The only extensive departure of the children from adult durational characteristics was observed in the production of voiceless stop consonants. Relative to overall utterance duration, /t/ was significantly greater for both groups of children in intervocalic and final position, suggesting either considerable physiological complexity for this segment or an exaggerated voicing-related perceptual cue in the children.

Order No. 77-11,584, 103 pages.

AN EXPERIMENT TESTING THE RELATIONSHIP BETWEEN COGNITIVE COMPLEXITY AND SYNTACTIC COMPLEXITY

SOLDOW, Gary Frederick, Ph.D.
University of Minnesota, 1976

This study investigated the relationship between cognitive structure and linguistic structure. Since we can observe linguistic structure by way of verbal output, to the extent that it is related to cognitive structure, we will be privilege to additional information about cognitive processes through observation of language. Cognitive and psycholinguistic theorists provide much theoretical and empirical support for the expected relationship. It is argued that cognitive structures must presuppose and be prerequisite to linguistic structures.

The variables that have been identified regarding the hypothesized relationship are cognitive complexity and syntactic complexity. They are both related to our knowledge of the world, such knowledge being acquired primarily through interpersonal communicative encounters. As interpersonal experience increases in diversity, there is a corresponding increase in cognitive and syntactic complexity. Cognitive complexity, then, should predict syntactic complexity for both decoding and encoding of language.

Specifically, it was hypothesized that persons high in cognitive complexity would recall more of syntactically complex sentences, formulate sentences with greater syntactic complexity, and use more function words (prepositions, conjunctions, auxiliary verbs, articles, etc.) than persons low in syntactic complexity. It was expected that there would be no difference between the two groups in their ability to extract the basic meaning from complex sentences. Syntactic complexity was defined as the number of transformations as indicated by embedded clauses. Syntactic complexity was measured by counting number and average length of T-units (Hunt, 1965), a T-unit comprised of a main clause + all subordinate clauses.

The methodology involved an experiment containing four paper-and-pencil measures. The first measure, Crockett's (1965) modified Role Category Questionnaire, determined cognitive complexity. A decoding measure had eight syntactically complex sentences presented, one at a time, on an overhead projector. Subjects had to extract the basic meaning and to recall the actual sentence. The third and fourth measures required encoding in which subjects had to provide short writing samples on salient issues. One sample required simple sentence constructions, and the other required complex sentence constructions. The experiment was conducted on 102 undergraduates enrolled in introductory Speech-Communication courses at the University of Minnesota.

As predicted, there was no difference between persons high in cognitive complexity (HCC) and persons low in cognitive complexity (LCC) in ability to extract basic meaning from complex sentences. HCC were better able to recall the complex sentences than LCC, but the superior performance was only for those clauses to the right of the subject-verb unit; there was no difference between HCC and LCC on recall of clauses to the left of the subject-verb unit. For encoding language, there were no differences between HCC and LCC in use of function words and T-units. However, HCC did use more function words and longer T-units when writing complex sentences than when writing simple sentences; LCC used the same number of function words and T-units on both simple and complex sentence constructions.

In interpreting the findings, there emerged two considerations. HCC were said to be more attentive to both content detail and structure detail than LCC, although HCC females were said to be more attentive to content detail and less attentive to structure detail than HCC males. This explanation was consistent with the definitional properties of cognitive complexity regarding diversity of interpersonal experience. Such diversity would likely entail greater attention to detail for HCC.

The second consideration concerned encoding versus decoding. It was suggested that whenever decoding must be measured by an outside observer, a subject must subsequently encode to allow for this observation. In such a situation, then, decoding might involve a two-step process not operative for decoding or encoding by themselves.

Order No. 77-7004, 167 pages.

LINGUISTIC SIGNALS TO ETHNIC GROUP AND SOCIOECONOMIC CLASS AMONG EIGHTY TEN-YEAR-OLDS IN HATTIESBURG, MISSISSIPPI

STEWART, Penny Helen, Ph.D.
University of Southern Mississippi, 1976

Purpose of the Study

The purpose of this study was to identify some of the linguistic signals to ethnic group and socioeconomic class present in the informal speech of ten-year-old public school children.

Methodology

The linguistic informants were eighty randomly selected school children. These informants were selected on the basis of age, sex, ethnic group, length of residence in Hattiesburg, and socioeconomic class. The age of ten was chosen because peer group influence is strong enough at that time that the informants were predicted to speak the dialect of their peers during the interviews. Both males and females, Black and White, the informants had to have been residents of the city the majority of their years between the ages of four and ten.

The sample population were classified as members of one of three socioeconomic classes on the basis of the occupation of the head of the household in which the child was living when the data were collected. These socioeconomic classes corresponded to the seven classes of August B. Hollingshead's "Two Factor Index of Social Position." Hollingshead's classes were regrouped into upper-middle (Hollingshead's classes one and two), middle-middle (Hollingshead's three, four, and five), and lower-middle/lower (Hollingshead's six and seven). The conversational interviews, all recorded on tape, were conducted with groups of two or three students.

The Linguistic Variables

The four linguistic variables were (1) the deletion of word-final consonants; (2) the phonological forms of was /wə~wəz~wɔs/; (3) the expletives there/they/it; and (4) the demonstrative adjectives them/those preceding plural nouns. The relative frequencies of each of the variables were related to ethnic group and socioeconomic class.

Conclusions

Word-final consonants were variably deleted more often when preceded by a vowel and followed by a word which began with a non-vowel.

The data on the three forms of was indicated /wə/ as the preferred form by the Blacks and /wɔs/ as the preferred by the Whites. The expletive furnished the clearest break between Black and White speech because no Black informant, regardless of socioeconomic class, used there. The Blacks preferred it, while the Whites preferred there. The data do not determine whether them/those as demonstrative adjectives preceding plural nouns were socially diagnostic features of the Hattiesburg dialects.

In general, the biracial composition of the city was reflected by the contrastive levels of relative frequencies with which the linguistic variables occurred in the data. Ethnic group membership was the most powerful of the two paralinguistic constraints on the variables. Within each ethnic group, socioeconomic class was the next most powerful paralinguistic constraint. Among Blacks, the use of all the variables was marked by gradient stratification between the upper and the middle classes but sharp stratification between the middle class and lower class which used the stigmatized forms of the variables at the highest rates of relative frequency. Among Whites, there was gradient stratification between contiguous socioeconomic classes. However, the upper and middle class White informants used the variables at higher rates of relative frequency than the upper and middle class Blacks. The contrary was characteristic of the lower classes among whom the Blacks used the stigmatized forms of the variables with greater relative frequency. Order No. 77-5975, 147 pages.

THE DEVELOPMENT OF ENGLISH PHONOLOGY BEFORE THE AGE OF TWO: A STRUCTURAL DESCRIPTION OF SINGLE WORD UTTERANCES AND EARLY WORD COMBINATIONS

TAYMANS, Loretta Marie, Ph.D.
Northwestern University, 1976

Adviser: Hilda B. Fisher

Previous studies of phonological development in normal children have taken the form of parental diaries or case history studies. The method of analysis has been influenced by phonemic theory, and the child's performance has typically been evaluated in terms of the adult model. In the present study, the phonetic productions of a single child have been described, utilizing both synchronic and diachronic methods of analysis. The phonological analyses, based solely on the child's phonetic productions, were presumed to describe the child's phonological system. The phonological feature statements and rules which resulted from these analyses represented generalities present in the data, without a direct comparison with the phonemic analysis of the adult model.

Two corpora of data were analyzed. The first corpus was collected when the child's age was 16 months and 16 days, and 16 months and 30 days. Each tape recorded was approximately an hour and a half, resulting in 499 utterances and 83 different vocabulary items. The mean length of utterances was 1.04 morphemes and 1.87 syllables. The second corpus consisted of three two-hour samples, collected when the child's age was 17 months and 26 days, 18 months, and 18 months and 1 day. There were 1260 utterances and 190 vocabulary items. The mean length of utterances was 1.27 morphemes, and 2.24 syllables.

The child's system was summarized in the form of phonological rules, which were formulated for established and emergent classes of consonants, based on their occurrence in prevocalic, intervocalic, and postvocalic functions. Phonological feature statements were formulated for established and emergent classes of vowels within major categories, revealing how the features functioned within the child's system. Some of the Chomsky-Halle phonetic features were redefined and alternate solutions were proposed in the belief that these changes described the present data in a more adequate manner.

The description of the phonetic and syllabic structure of the child's utterances revealed considerable expansion of the child's phonological system in the month that elapsed between Corpus I and Corpus II. Analysis of word level phonology revealed that the major differences in the shapes of words from Corpus I to Corpus II were due to an increase in the number of monosyllabic words relative to the number of disyllabic words, and an increase in postvocalic consonants, particularly in monosyllabics, but not exclusively. There were seven established classes of phones in Corpus I and 19 in Corpus II.

The two categories of established vowels in Corpus I were represented by high front [i] and low lax [a] and [ɑ]. The two manner classes of established consonants in Corpus I were represented by the nasals [m] and [n], and the stops [b], [d], and [k].

In Corpus II, there were four categories of established vowels. High front vowels included [i], [ɪ], and [e]. The low lax group contained two classes of nuclei; [a], [ɑ], and [ɔ] were variants of a single class of low lax vowels, while [æ] represented another class of low lax vowels. Back rounded nuclei were represented by three established classes of vowels, realized as [o], [ʊ], and [u]. A fourth category of mid central nuclei had emerged, including only one established class of phones, represented by [ɚ].

Manner classes for consonants increased from two to four between the time of Corpus I and the time of Corpus II. Nasals continued to be represented by [m] and [n]. [b], [d], and [g] were established as voiced stops, while [k] and [p] represented voiceless stops. [s] was the only established class of phones among voiceless fricatives. Among semivowels, the liquids [l] and [r] were both established in Corpus II. Thus, the phonological system of Corpus II included ten classes of established consonants, where only five had existed in Corpus I, and nine established classes of vocalic nuclei, where only two had existed in Corpus I. Order No. 77-10,093, 614 pages.

THE DEVELOPMENT OF CHILDREN'S CHOICE OF INSTRUMENT IN AN IRREVERSIBLE NOUN RELATIONSHIP AS AFFECTED BY TYPE OF CUE, WORD ORDER AND RELATIVE SIZE OF TEST ITEMS

TATTERSHALL, Sandra Susan, Ph.D.
University of Cincinnati, 1976

This study investigated children's choice of instrument in an irreversible instrument-object relationship as affected by type of cue, word order of nouns and relative size of test items.

Subjects: Sixty children, fifteen in each age category: two years through five years, were selected from those whose parents responded to advertisements posted in doctor's offices, public library and in a campus newspaper.

Procedure: Forty-two tasks were presented in a different order to each of the subjects. Each task included two tangible items which were placed in front of the child. These items were selected for their irreversible instrument-object relationship and included examples such as knife/bread, key/lock, etc. Accompanying these test items were three types of cues spoken by the examiner: Well Formed sentences such as "The key is opening the lock."; Telegraphic sentences such as "Knife cutting bread"; Scrambled sentences such as "table the crayon is the marking". In half the examples, within each verbal cue type, the instrument occurred in first noun position, "The brush is shining the shoe". In the remaining examples,

the expected noun order was reversed with the instrument in second noun position, "The cloth is ironing the iron". In addition to the verbal cues, there were tasks in which the examiner simply placed the test items in front of the child and gave no cue. Within each cue type: Well Formed, Telegraphic, Scrambled, and No Cue, there were two examples of the following size relationships: instrument larger than object (LG), instrument smaller than object (SM) and instrument equal to object (EQL).

The responses were scored for the choice of instrument. Any overt reactions to the nature of the tasks were also recorded.

Results: The results were as follows: 1) Children in all age groups accurately identified the appropriate instrument item in a significant number of cases. 2) Children were able to identify instrument regardless of word order of nouns. Five year olds and/or those with MLU's of 6 and 7 ignored the proper instrument and followed reversed noun order in 15 percent of the opportunities. 3) Type of verbal cue did not significantly affect choice of instrument in ages 2, 3 and 4 years. However, five year olds differed on choice of instrument in No Cue types as compared with Well Formed tasks with higher scores recorded for No Cue. 4) Developmental trends were noted within all verbal cue tasks (WF,T,S) but not within the No Cue (NC) tasks. It appeared that this trend reflected the developmental tendence to follow word order as age and MLU increased, rather than reflecting significant developmental differences in choice of instrument scores, per se. 5) When size seemed to make a difference, it appeared to be confounded in some way with verbal cues. There were no size effects noted within No Cue tasks. 6) Fewer than 15 percent of the tasks elicited overt reactions from the children. When they did react, the younger children repeated more often and the older children commented on surface structure. 7) Generally, the children in this study attended to the non-verbal information inherent in the objects and did not attend to verbal cues until five years.

Recommendations: The study should be replicated on a larger sample to verify these results. If it appears from further study that children younger than five years rely primarily on non-verbal information as indicated in this paper, then this would be of interest to those who need to communicate to young children. Also, from the results reported here, it seems apparent that in order to focus children's attention on the verbal cue, one must build in ambiguity into the non-verbal situation. This latter suggestion may be important to those trying to remediate language disorders in young children.

Order No. 77-11,234, 113 pages.

COGNITIVE STRATEGIES AND CHILDREN'S ABILITY TO MAKE INFERENCES FROM LINGUISTIC INFORMATION

WEISBERG, Audrey E., Ph.D.
City University of New York, 1977

Adviser: Louis J. Gerstman

This study investigated the ability of 4 – 10 year old subjects to recognize and integrate semantic information from utterances containing the spatial terms in front of and in back of. Subjects were assessed for acquisition of the spatial concepts being investigated and subsequently took part in a language processing and sentence recognition task. The results indicate that when processing linguistic information which suggests easily imageable spatial arrays, subjects were able to make a simple inference. When processing linguistic information for which it was more difficult to form an image, inferential abilities decreased. However, regardless of the presence or absence of easily imageable situations, all subjects had difficulty recognizing semantically synonymous utterances.

The relationship of the Piagetian operations of reversibility, transitivity, and decentration to linguistic processing was also investigated. We hypothesized that the acquisition and stabilization of these concrete operations might facilitate the construction and integration of semantic ideas. This prediction was not supported.

A match/mismatch model, which accounts for incomplete processing of linguistic information, is described. The model efficiently predicts subjects' poor recognition and integration of semantic ideas suggested by linguistic information containing the spatial arrays being investigated. Different theoretical positions are discussed related to the strategies employed by 4 – 10 year old subjects which result in incomplete processing of linguistic information, and hence inadequate comprehension and judgement of semantic equivalence.

Order No. 77-9960, 65 pages.

GOSSIPING; OR, THE CREATION OF FICTIONAL LIVES, BEING A STUDY OF THE SUBJECT IN AN URBAN AMERICAN SETTING DRAWING UPON VIGNETTES FROM UPPER MIDDLE CLASS LIVES

YERKOVICH, Sally Marie, Ph.D.
University of Pennsylvania, 1976

Supervisor: Barbara Kirshenblatt-Gimblett

This is a report of an investigation of gossiping as a way of speaking--an expressive mode of interaction in our society. Gossiping is viewed as a distinctive communicative practice showing pattern on the levels of situation, interpersonal interaction, and conversation.

For the study a year of participant observation field work was conducted in an upper middle class urban American neighborhood. Observations and conversations were recorded in the traditional ethnographic manner as field notes written at the end of each day. The field notes constitute the body of data used to formulate conclusions about gossiping.

Gossiping was found to be a form of sociable interaction for the upper middle class group under observation. It is dependent upon the strategic management of information through the creation of others as "moral characters" in talk. At the same time, because it is a sociable process, the content of the talk is not as important as the interaction which the talking supports. The social relationships among the gossipers and the situational factors necessary for gossiping are also important defining features for this way of speaking. Familiarity, a congenial definition of a situation, and moral characterization emerge as important concepts for the understanding of gossiping as a model of conversational interaction in ongoing relationships.

Familiarity for gossiping implies a social relationship in which social distance is minimized, in which biographical information about selves and others is shared, and in which mutual concerns lead to the development of shared knowledge about not only everyday and esoteric interests but also evaluative categories concerning ways of acting and interacting.

The situation for gossiping is defined by the individuals interacting within a particular setting, a specific physical space and time. The identities of the participants as either active or passive gossipers along with the prerequisite familiarity combine to create a situation congenial to gossiping.

Once the situation is defined as having the appropriate personnel, the gossiping process may begin. This conversational practice involves the use of information in a manner such that it becomes "gossip" rather than an exchange of information about absent people. Relaying information is significant to the gossipers but it must be done strategically in order to be effective. The right people must be told about the right things at the right time; thus the need for familiarity and a congenial situation.

In gossiping, information is presented in a certain way and then the way, the manner in which the information is presented, is implicitly or explicitly justified by the gossiper. The information usually consists of a comment upon the behavior of a third absent individual. The gossiper need not make a judgment upon the behavior itself. He may simply present it as interesting or salient. The gossiper by his comments presents the behavior as sanctionable; therefore, the comments the gossiper makes may be seen as "moral" and his characterization of the behavior of the third person becomes a moral characterization.

Moral characterizations draw upon the participants' shared knowledge of one another and their shared evaluative categories to form another part of their shared universe. While describing an absent party, the substance of the moral characterizations serves also to reinforce the existing social bond

of the gossipers. Gossiping allows the participants to update their relationship in terms of their own and others' recent activities and in terms of their shared view of social interaction.

Viewing gossiping as a sociable communicative process allows for a focus upon more than the information relayed and its function. Gossiping depends upon other interactional factors and forms an integral part of the social relationships of the individuals involved.

Order No. 77-10,239, 170 pages.